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This document describes a social studies unit, primarily composed of various field trips and subsequent classwork related thereto, for the first grade child. It is divided into four sections: (1) community helpers, (2) the trip to the zoo, (3) the train trip, and (4) a trip to a dairy farm. The document illustrates several trips the children of a first grade class participated in and the discussions between teacher and pupils that followed. In the first section there is a discussion of fathers and their vocations and of trips to the post office, public library, police station, fire station, and a service station. In the other three sections similar illustrations are given of other field trips and the range of related classroom activities that can be arranged. (WD)

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BOSTON-NORTHAMPTON

LANGUAGE ARTS PROGRAM

ESEA - 1965

PROJECTS TO ADVANCE CREATIVITY IN EDUCATION

PS001590

TITLE: SOCIAL STUDIES UNIT

First Grade

PREPARED BY: Blodwen Herr

DATE: September, 1968

4440 QUICK ROAD
PENINSULA, OHIO 44264

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SOCIAL STUDIES UNIT

Community Helpers

The following poem "Fathers At Work" was used to introduce the unit on helpers. It appeared in the 1967 September 21st issue of News Pilot, home supplement published by Scholastic Magazine. It was read to the children.

Fathers drive taxis
And buses,
And trains.
Some fathers drive trucks,
And some fathers
Fly planes.

Fathers fill gas tanks
And coal cars
    and teeth!
They empty the trash cans,
And work underneath
The street (putting pipes in,
Or electricity cables.)

Some fathers cut lumber;
Some fathers make tables.

Fathers build bridges
And highways,
And homes
And skyscraper buildings,
And buildings with domes.

Fathers are astronauts
Soldiers and sailors.
They're zookeepers, storekeepers,
Barbers and tailors;
They're bankers and plumbers,
They're waiters and cooks--
Some fathers paint pictures,
Some fathers write books.

Fathers are teachers,
And umpires
And actors
Doctors
And milkmen
And farmers (with tractors)

Fathers are frogmen
Who work in the sea,
And fathers are newsmen
Who talk on TV--

That's the end of the page
So the rest is up to you.

DISCUSSION:

Question: What kind of work do your fathers do?

Ken: My father fixes cars.

Tracy: My father fixes watches and clocks.

Tracie: My father works in a garage; he sells cars.

Pam: My father works in a laundrymat in Cleveland.

Susan: My father takes pictures.

Robert: My father works in a shop.

Question: What do they make in that shop?

Robert: Cars.

David W.: My father fixes the road on the turnpike.

David K.: My father works in a bank.

Sharon: Sometimes my mother works in a bank too.

Question: Where does your father work, Sharon?

Sharon: He works where they make automobiles.

The children went on to tell what their fathers did.

Question: Do any more of your mothers work away from home?

Ken: My mother is a teacher.

David: My mother goes to the post office to work.

Keith: My mother used to work in an office.

Question: What other work can mothers do?

Mark: Mothers clean house.

Roger: They cook for us.

Sharon: They take care of us.

Question: What can they do away from home?

Adam: Some mothers can be nurses.

Eric: Girls bring our food to the car at a "drive-in."

Susan: They can make dresses.

Question: Do you think mothers can drive taxi cabs? or drive buses?

Several children: Yes. We have seen women driving buses.

Question: What other things might mothers do that fathers do?

Adam: They can fly airplanes. They can parachute too.

Mark: I saw a girl at a filling station once.

Question: What was she doing?

Mark: She was putting gas in the cars and washing the car windshield.

Question: Can you think of some places in town that we might visit where some of your fathers and mothers might work?

David: We can go to the post office.

Tracie: We can go to the garage where my father works.

Question: Are there any other places in town where we might visit?

Mark: We can go to Fishers. (Fishers is the drug store.)

Wendy: Why don't we go to the library?

Teacher: The library will be a very good place to visit.

Question: Where would you like to go first?

Answer: To the post office.

Early in the school year a form letter is sent home with each child in the class informing parents that there will be a number of field trips and excursions made during the year. They are asked to sign an approval and permission form for all trips that might be made during the year. If the weather is not suitable on a given day, the walking trips can always be postponed and made another day as the weather permits. Getting this blanket permission saves a little time for the teacher also.

Several days later we walked to the post office where a clerk showed the children through the small office. She explained about the sorting of the mail and what the different people who work there did.

The following day we discussed the trip to the post office and the following chart story was dictated by the children.

	We went to the post office.
What was the most interesting thing that you saw?	We saw the stamper work.
What did the stamper do?	The stamper puts the date on the stamp and letter.
	We saw boxes with numbers on them.
What were the boxes used for?	They put people's mail in the boxes.
Why were numbers on the boxes?	The numbers on the boxes tell people which boxes are their boxes.
	"Route one" mail went on a different side than "route two" mail.
	We saw a big safe.
What was put in the safe?	The postmaster puts stamps in the safe.
Why didn't they put money in the safe?	They can't keep money at the post office.
	The postmaster sends it away each day.
	They put mail in big bags.
Why was the mail put in bags?	They put the bags full of mail on trucks.
	Some mail goes on airplanes.
Where does the truck take the mail?	Some goes on trains.
	Some of it goes on boats if it goes a long way to another country.
	The clerk showed us a whole lot of stamps.
	Some of them were airmail stamps.

A display was made on the bulletin board. It was made up of cancelled envelopes showing different kinds of stamps. Some second class material was also used.

The second place we chose to visit was the public library which is within walking distance of the school.

The class had been to our school library for several meetings with our school librarian. She had talked to them about library behavior and how to choose a book to take out of the library. The children dictated the following list of rules for a bulletin board chart.

1. We must be quiet.
2. Listen when the librarian talks.
3. Be careful with the books.
4. Pick just one book to take home.
5. Don't play in the library.

Book jackets were used on the bulletin board with the chart.

The second day we walked to the library. The third day the following story was dictated to a substitute teacher.

We walked to the library.
Mrs. Sykes told us all about the library.
She talked to us about Willie.
Willie is a bookworm puppet.
She read us a story about an owl who lived in a statue.
When she was done we got to pick out our books.
Then we got them checked out.
We walked back.
We picked some leaves.
We found some big leaves.

The sequence of events in this story about the trip to the library is accurate. The substitute teacher had no way of knowing about the puppet, the story about the owl or about picking leaves on the way back to school. These children have a well developed sense of recalling events of an activity in correct order, especially for this early in the first grade. This was the fifth week of school. The general idea given of the book read by Mrs. Sykes, the librarian, is good also.

A second trip was made to the public library exactly two weeks after the first visit. The purpose for this trip was to return the borrowed books, to get new books and further acquaint the children with library rules. Two children were unable to locate the books that they had borrowed on the previous visit. Mrs. Sykes firmly, but kindly, impressed upon them the need to keep the books in safe places and urged them to find the books and to return them to the library.

The following chart story was recorded as the children dictated.

We went to the public library yesterday.
We saw Spitfire this time.

Who is Spitfire?
Spitfire is a dragon puppet.

What can Spitfire do?
Spitfire can blow smoke.
It was perfumed powder.
Willie the Bookworm is still there.
When we came back to school we saw men working.
There was a real deep ditch by the corner.

Who helped us cross the street?
A sheriff's deputy helped us cross the street.

Again the sequence of events is perfect.

The word public was not in the first dictation of the opening sentence. By questions and discussion the children were led to see the difference between our school library and the library down the street. The first sentence was changed to include the word public.

We were in the eighth week of school when the next trip to the town hall was made. By this time we had selected pictures of community helpers which were displayed on our bulletin board.

We walked to the town hall which is located across town from the school. The village policeman met us there and told the children about the jail and the fire department.

The children showed much interest and offered many comments about experiences with which they were familiar that related to facts that the policeman was telling about. They were keenly interested in the covered bridge fire. They asked about different pieces of equipment on the fire engine and what they were used for. One child wanted to know what the black chalk board in the fire engine room was for.

The following day the children started to dictate the account of the trip.

	We walked down town.
	It was a long walk.
	We went to the town hall.
	A policeman talked to us.
What did he show you?	He showed us the jail cells.
	We got to walk in.
	He told us not to touch anything.
What did you see in the cell?	There was a rifle under the bed.
	We saw a can that was left at the covered bridge when it was set on fire.
	The can had fingerprints on it.
	We saw two fire engines.
What do fire engines carry?	The fire engines have tanks of water.
	They have oxygen too.

We stopped here and decided to continue the story the next day. The second day the first story which had been rewritten on a chart tablet was reread by the children so that we would not repeat any of the facts that were already told. The story continued:

What pictures did the policeman show you?	The policeman showed us pictures of car wrecks.
	Some cars were all smashed.
	He told us to fasten our seat belts.
	We walked back to our school.
	We had to walk in the road around the big ditch.
	We saw a tortoise near the bridge.
	We got back to school in time for lunch.

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The sentence about the fingerprints was offered when the children were telling about the pictures of the wrecked cars. The children were asked to look for a sentence that seemed to be in the wrong place as the charts were re-read. Several immediately said that the two sentences about the can should be together. The story was rewritten and the sequence changed in that instance.

The last place we visited in the village was the Bigelow Garage. One of our pupils was the daughter of one of the owners so she was delegated to ask if we might be allowed to visit. Mr. Bigelow sent us a letter inviting us to see the garage.

The following story was dictated for the November newspaper.

We went to Bigelow's Garage one day.
We saw a hoist lift a big car.
We saw a lot of new cars.
One was just like Mrs. Herr's car.
We went into the offices.
Our dads get bills from these offices.

The sequence in this newspaper story is not accurate. The next day the chart story was re-read. The children were told that the chart story would not be changed for the newspaper. They were asked to review the chart story and think again in what order they saw things. They were reminded that they went in through the front of the building. We simply itemized this time to keep the lesson simple.

What part did we see first?
Where did we go from the offices?

1. Offices
2. Showroom
3. Room where men were fixing cars
4. Hoist
5. Back lot
6. New cars
7. Wrecked cars.

The children made pictures and collected pictures of cars and trucks which were displayed on the bulletin board.

This concluded our trips around the village. There is a tie factory and several restored historical places we might have visited if the weather had permitted. We did go to all the places available that could help us get a better understanding of how people in a village help each other.

Other places near schools might include a bakery, beauty parlor, cabinet making shop, or any industry. Most people welcome the opportunity to show their places of business to children and are glad to arrange conducted tours.

Stories read to the children at intervals in this unit included:

"The Store at Crisscross Corners" by Marjorie Medary
"Jimmy, the Groceryman" by Jane Miller
"The Wonderful Ice Cream Cart" by Alice Rogers
"The Library Lady" by Disney Taylor

"Michael's Friends" by Rose Dobbs
"A Letter for Cathy" by Kathryn Hitte
"Mike Mulligan and His Steam Shovel" - Houghton Mifflin Company

Poetry

"My Policeman" - Rose Fyleman
"School Bus" - Solveig Paulson Russell
"Poems from All About the Town" - Phyllis McGinley

Music, songs and rhythms

"The Traffic Man" - Beattie
"Cobbler" - English Folk Song
"The Fire Department" - Kent
"The Postman" - Kent
"My Father Was a Carpenter" - Old Hollis Dan, American Book Company

Music was found in Ginn, American and Silver Burdett Series for Kindergartens and First Grades.

THE TRIP TO THE ZOO

To introduce the unit on the zoo the children were shown colored slides of pictures taken at the Cleveland Zoo on trips made with previous classes.

In their spare time children drew pictures of wild animals. They were assembled, some in cage formation, monkeys on rocks and ledges and birds in trees. They were then arranged on the large rectangular bulletin board with roads running through indicating a map formation.

Large colorful commercial pictures and pictures cut from large dime store variety books were mounted around the room on the bulletin board above the chalkboard.

Since this was to be an all day trip and money was needed for admission, we decided to write our mothers letters. The children dictated the following letter which each child copied and took home:

Dear Mother,

We are going to the zoo.
We will go on the bus.
We need 25¢ to pay to get in the zoo.
We need 10¢ to buy something to drink.
We need 15¢ for two rides in the children's park.
Will you please give me 50¢?
Please pack a lunch for me too.
Put the lunch in a bag or box that I can throw away when I am finished eating.

Signature.

The following books were put on the reading table for the children to look at and choose for reading to the class:

The Plaid Peacock - Sandy Alan, Pantheon Books
The Buttons at the Zoo - McCall, Benefic Press, Chicago
I Was Kissed by a Seal at the Zoo - Helen Palmer, E. M. Hale Co.
If I Were a Bird - Gladys Conklin, Holiday House
Zoo Doctor (interesting photography) - William Bridges, William Morrow Co.
Animals of the Arctic - Gwynne Vevers, McGraw Hill Book Co.
Wonders of the Monkey World - J. Berrill, Dod-Mead Co.
The Mighty Bears - Robert M. McClung, Random House
Cleveland Zoo Guide Book
Zoo Animals Handbook, Courtesy Weekly Reader, Copyright 1967
Put Me in the Zoo - Robert Lopshire, Random House, Inc., New York
If You Have a Yellow Lion - Susan Purdy, Lippincott Co., Philadelphia and New York
Little Bear - Elsie Holmelund Minarik, Harper Rowe
Something New at the Zoo - Edith S. McCall, Benefic Press, Chicago

Heavy is a Hippopotamus - Miriam Schlein, William R. Scott, Inc., New York
Baby Animals - Garth Williams, Simon and Shuster, New York
Lion and Tiger Stories
Bear Stories
Animal Stories - Edward and Marguerite Dolch, Gerrard Press, Champaign, Ill.
Whoever Heard of Kangaroo Eggs,- Sam Vaughn, Doubleday Co., Inc., Garden City, New York
Bruno Munari's Zoo - World Publishing Co., Cleveland and New York
Futility the Tapir - Roberta Moynihan, The Viking Press, New York
Is That a Happy Hippopotamus - Sean Morrison, Thomas Crowell Co., New York
The Unhappy Hippopotamus - Nancy Moore, The Vanguard Press, New York
Zoo, Were You There? - Ann McGovern, Harper Rowe Pub.
Let's Go to the Zoo - Your World Series
The Peacock Who Lost His Tail - John Hamberger, W. W. Norton Co., Inc. New York
The Little Elephant - Ylla, Harper Bros., New York
Happy Animals Panorama - McLoughlin Bros. Div. of Grosset & Dunlap
Elephant Stories

Each day for a week before we went to the zoo a child selected a story to be read during story hour. We discussed what kind of houses or cages animals would be kept in, what animals were fed and how they were cared for. Many questions the children asked could be answered in the guide book put out by the Cleveland Zoo.

The music teacher helped with this unit by teaching songs about elephants and monkeys.

We played a game where the children pantomimed different animals so the others could guess what they were. The elephants lumbered around on hands and feet, sometimes on two feet using joined hands for a trunk. Monkeys climbed over chairs up onto desks, chattering all the while. Peacocks strutted. The seals barked. The bears begged for peanuts.

After the trip was made a substitute teacher recorded the story that the children dictated for the chalkboard.

Our Zoo Trip

We went to the Cleveland Zoo by bus.
When we arrived we paid to get in.
First we saw the tortoises.
We saw a monkey riding a goat.
We saw zebras, alligators, anteaters, peacocks, an ostrich, bears, hippopotamuses, lions, tigers, kangaroos, elephants and gorillas.
We listened to the story books about the animals. We went to the bird house.
We fed the animals popcorn and candy.
We had a picnic lunch.
We came home by bus.

A display of animals and their babies replaced the original animals around the room. These pictures were selected from a collection of poster cards bought from Milton Bradley Co., Springfield, Illinois. This helped some of the children to learn the names of the baby animals as follows:

kangaroo	- joey	fox	- kit
bear	- cub	zebra	- colt
goat	- kid	elephant	- calf
deer	- fawn		

The children drew new pictures for the bulletin board. This time they chose the part about the trip that they liked best. Some made pictures of the children getting on the bus; others again preferred to draw pictures of animals.

Finally the children dictated an article for the October newspaper and the class selected Mary Ellen's picture of the flamingo to put in the paper.

Poems read to the children were:

"Excuse Us, Animals in the Zoo"
"The Monkeys"
"The Kangaroo"
"The Hippopotamus"
"The Seals"

They are all found in Arbuthnot's Time For Poetry, published by Scott Forsman.

An entire section of poetry in Under the Tent, published by Macmillan, is devoted to poems about the zoo under the heading "I Went Down to the Zoo." This could well be used in a unit on the zoo.

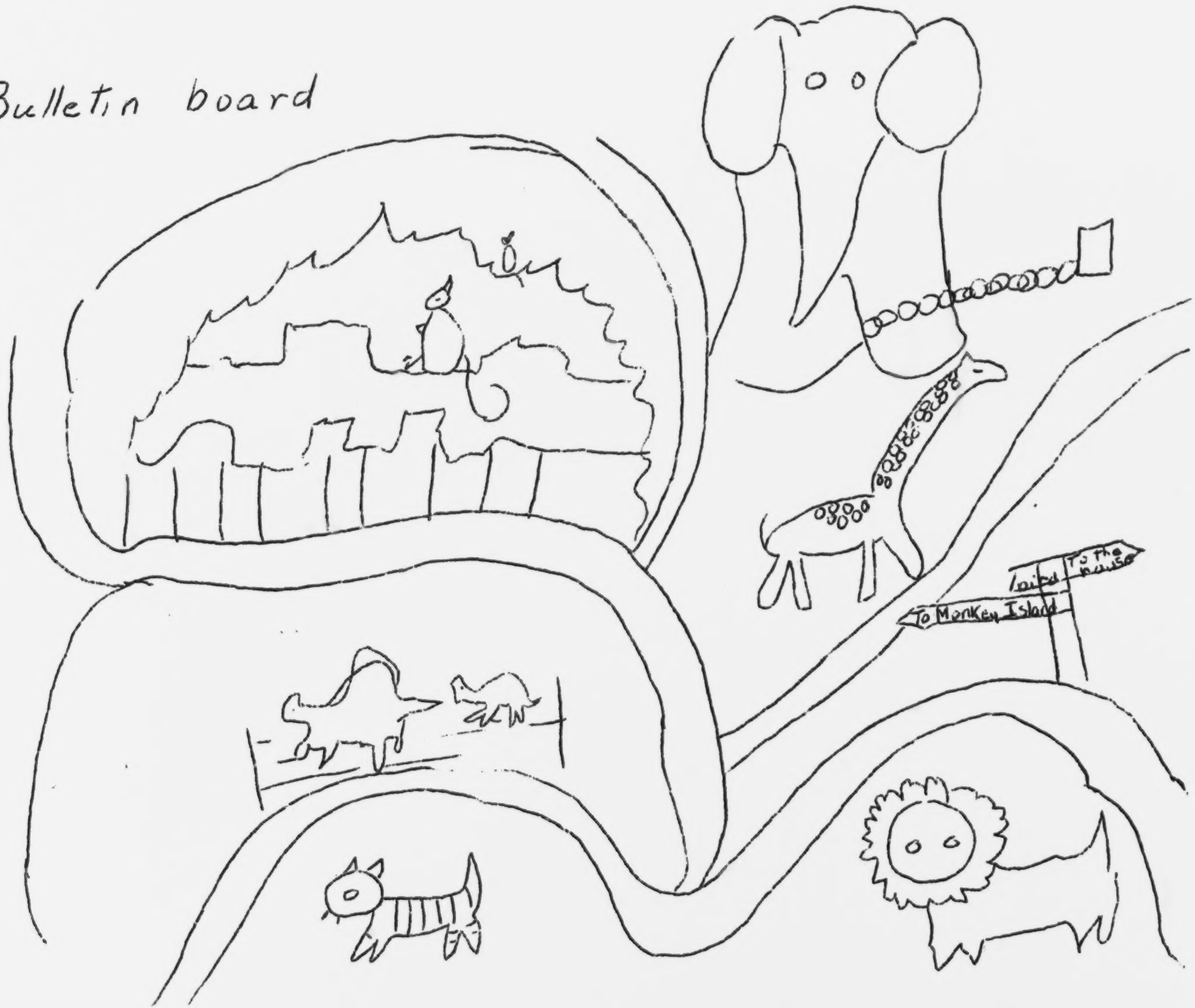
To close the unit I read the following list of riddles composed by first graders and found in the May, 1965 issue of The Instructor:

Who is the animal that can box?	(kangaroo)
Who is the animal that wears a crown?	(lion)
Who is the bear with two black eyes?	(panda)
Who is the animal that sprays perfume?	(skunk)
Who is the animal in striped pajamas?	(zebra)
Who is the animal who wears a goatee?	(goat,buffalo)
What animal chews bubble gum?	(gorilla,chimpanzee)
What animal has trees with no leaves on his head?	(reindeer)
What animal has one or two mountains on his back?	(camel)
What animal has a neck longer than an elephant's trunk?	(giraffe)
What animal has a nose as long as the giraffe's neck?	(elephant)

The children added:

What animal carries its house around with it?	(tortoise or turtle)
What bird likes to show off?	(peacock)
What animal likes to beg?	(bear)
What bird wears a black and white coat?	(penguin)

Bulletin board



THE TRAIN TRIP

We started this unit by talking about ways to travel. Only three of the children had ever been on a train. We decided to take a train ride. The only ride that we could get up to this time was by going to Kent, Ohio, and riding to Akron on the Erie Railroad.

The story "Billy Cox Rides to the City" was read to the children in the first discussion period. This story was supplied by the Educational and Group Relations, Association of American Railroads, Transportation Building, Washington, D.C. 20006.

The next session was spent talking about kinds of trains and different parts of trains. We made a list of words that we thought we should learn to know and what they meant. That list included:

train	conductor
ride	tracks
ticket	whistle
car	station - depot
engine	diner
engineer	sleeper

Pictures of a conductor, car, engine, ticket agent, and station were arranged on a poster with the words in a box in the center of the poster. The children took turns matching the words with the pictures.

Questions to ask and find answers to were listed on the chalkboard:

Do trains go at the same time every day?
How do we get a ticket?
How much will our ticket cost?
What is a round trip ticket?
Will we need a round trip ticket?
What does a conductor do?
Who runs the train?
What makes the train run?
What is a passenger train?
What is a freight train?

The questions were left on the board and the children were encouraged to offer anything they knew about any of the questions, to ask their parents or to find out anything they could by reading stories. The following stories were made available:

"The Play Train"(Primer - <u>At Play</u> - Winston)
"David's First Train Ride"- Anything Can Happen (Rowe-Peterson Co.)
"Playing Train"(<u>The Little Book of Fun</u> - Hall-Ginn)

Other books made available for leisure browsing and reading were:

"A Train for Tommy"- Edith Tarkow, Grosset and Dunlap
"One Is the Engine"- Esther Meeks, Follet Publishing Co.
"Whistle for the Train"- Leonard Weisgard, Doubleday, Inc.

Music - songs:
"Down by the Station"- Traditional song of the South
"The Freight Train"- Beattie
"Here Is a Big Train"
"Here We Go A-Riding on a Train"
"Choo-Choo"- Elva S. Daniels
"Come Play Trains"- Kelsey & Wilson

Music - rhythms:
"Song of the Shepherdess - Carl Maria von Weber
"Plane and Trains - Mendelssohn Op. 102 No. 3
"Playing Train - Clara Louise Anderson

A train display, provided free upon request from the Association of American Railroads, Transportation Building, Washington, D.C., was used on the narrow bulletin board above the chalkboard. It shows a complete freight train, an inside and outside view of each kind of car.

On the larger bulletin board a group of pictures obtained from Union Pacific Railroad was used. These were color photographs, enlarged to fifteen by eighteen inches, showing trains travelling over rivers, through tunnels, around mountains and over the plains.

The story "The Little Engine That Could" is also furnished free of charge, one copy for each child, upon request from the Association of American Railroads.

The children made a frieze by making individual pictures of different train cars. They cut the pictures and mounted them on a large paper. Then the tracks, trees and stations were sketched in by free hand drawing.

Again, we wrote letters to the mothers so that the children could bring money to pay for the train fare.

The trip was made from Kent to Akron. An added treat was a visit, on the return trip from Akron to our school, to the American Railways Museum. Here we received further information about kinds of trains and signals used for stopping and switching trains. The children ate their sack lunches in an old dining car.

The chart story:

Our Train Ride

We rode on the bus to Kent.
A long train was across the track in Kent.
We were afraid we would miss the train.
We bought our tickets.
They cost 50¢.
The train came.
We crossed the tracks.
We got on the train.
We got off the train at Akron.
We liked the train ride.
We went up an escalator in Akron.
The escalator went to the Akron station.

The following was a story the children completed by writing the right words in the blank spaces:

A Train Story

A train runs on _____.
The train stops at a _____.
The _____ takes our tickets.
There are _____ in the cars.
The _____ pulls the train.
We look out the train _____.
We can go to the _____ on the train.
We like to ride on the _____.
The train goes _____.
It is _____ fun to ride on a train.

engine	train
station	fast
safe	seats
conductor	tracks
city	window

Finally the children wrote items about the train trip for the May issue of our newspaper.

Choral Reading:

The Freight Train

Boys: The freight train rolls along the track.
Girls: Ch - ch - ch - ch,
Ch - ch - ch - ch!

Boys: Going along with a clackety-clack!
Girls: Ch - ch - ch - ch,
Ch - ch - ch - ch!

Boys: Bringing things across the nation.
Girls: Ch - ch - ch - ch,
Ch - ch - ch - ch!

Boys: Now it's stopping at (your own city) station!
Girls: Ch - ch - ch - ch,
Ch - ch - ch - ch!

This can be used any time during the time devoted to a train study unit. It is taken from Speech Fun for Everyone, compiled by Alice Michael and Leilani Lloyd, published by Fearon Publishers, Inc., 2263 Union St., San Francisco, California.

A TRIP TO A DAIRY FARM

This unit was initiated when one reading group read the story section about "Bobby and Billy at the Farm" in Round About. The other groups were given other reading series on their levels and were asked to find farm stories. One group chose "Fun at the Farm" in the Dick and Jane Primer and another group selected "Happy Days at the Farm" in the Cherry Street series. We decided to take a trip to a farm.

Some of the children had been to farms; one child whose grandfather lived on a farm knew quite a bit about farm life. He shared many of his experiences with us. He told about riding on a tractor and a pony. Another child had been to a turkey farm. Other children had never been to a farm so some time had to be spent in preparation.

We discussed the fact that there were many different kinds of farms. We listed the kinds of farms we might find:

Pony farm
Corn, wheat, hay farms
Dairy farm
Turkey farm
Vegetable farms
Chicken farm

One child read to the class "Faraway Farm" found in Real and Make Believe, Harper & Rowe. It was the story of a pony farm. That would have been their choice of the kind of farm to visit had such a farm existed in the surrounding communities. The best farm that was most accessible to our school was a dairy farm. Thus the decision to visit a dairy farm was made.

The first bulletin board used in connection with this unit consisted of pictures of a farmer, a large barn, a tractor, cows, horses, a dog and a kitten. This was changed to pictures depicting a dairy farm. Pictures supplied by the National Dairy Council showed cows in pastures, dairy trucks, milking machines, dairy barns, the bottling process and home delivery of milk.

Books telling about farm experiences were made available so that the children could read or browse at their leisure.

Who Took the Farmer's Hat - Joan L. Nodset, Harper & Rowe
Baby Animals - Garth Williams, Simon & Shuster
When the Cows Got Out - Dorothy Koch, Holiday House
Butterwick Farm - Clifford Webb, Frederick Warne Co.
The Clean Pig - Leonard Weisgard, Scribner & Sons
Grandfather's Farm - The Platt & Munk Co.
Tell About the Cowbarn, Daddy - Jean Merrill, Young Scott Books
Friendly Farm Animals - Ester Meeks, Follet
Great Big Animal Book - Rojankovsky, Golden Press
Animal A.B.C. - Celestino Peatti, Altheneum
Farm for Rent - Nils Hogner, Abilard Shuman Pub.
Milk for You and Me - National Dairy Council

The children used boxes of various sizes to make shadow boxes depicting different phases of farm life. They pasted cut-out trees, houses, barns, or a combination of these, on the back of the box, then made stand-up animals to finish the scenes.

A large mural of cows grazing was made by the children to hang on the hall bulletin board.

We travelled some twenty-five miles distant from our school. When we arrived the children were divided into two groups. The farmer's wife took one group and the son took the other group. They were shown through the part of the barn where the baled hay and other food for the cows was stored. They were taken to a building where the tractors and trucks were kept. Chip, the farmer's son, showed and explained how the milking machines worked. They could see the milk go from the machine through tubes around the barn to a huge stainless steel tank in another room. It was impressed upon the children that the milk is kept clean by not allowing it to be exposed to air or touched by hands at any time.

The biggest attraction was a baby calf which was just a day old.

Since the weather was chilly the children were invited to eat their sack lunches on the stacks of baled hay.

We followed the trip with a discussion of what happens to the milk after it leaves the farm. The following list of dairy products that we can buy was compiled:

Ice cream	Buttermilk
Cheese	Cream
Chocolate milk	White milk
Butter	Dried milk

To conclude the unit the children wrote their own reports about the trip. Some were used in the May issue of our First Grade News Reader.

Music--Songs:

"Old MacDonald Had a Farm"
"Bossy Cow"- Paulson, Smith; Ginn
"Cows and Sheep"- Dawson; American
"Feeding the Animals"- Christenson and Wolverton; American
"A Farmer Went Riding"- Old Folk Tune; American

Music--Rhythms:

"The Farmer"- singing game - American
"Farm Music"- Listen and Sing - Silver Burdett
"The Farmyard"- Listen and Sing - Silver Burdett
Music for galloping horses and ponies was also used.

For a little fun we played a game suggested in the last story in "Day In Day Out." One person starts by saying, "I wish I had a farm. On my farm I will have a cow to give me milk." The next child repeats what the first one has said and adds another animal, saying, "On my farm I will have a cow to give me milk and a pony to ride." It continues then as each child repeats all that has been said and adds one more until someone forgets. They must try to repeat everything in correct order.